11 October 1972

MEMORANDUM FOR: Executive Director/Comptroller

SUBJECT   :   Improving the Role of Training
                   in Personnel Management

    I.   MAG believes that training is a key tool in preparing
Agency personnel both for their immediate responsibilities and
for their long-term career goals. At the present time, we
think that management is not effectively utilizing that tool.
Without a basic and continuing commitment to training on the
part of management, the Agency's training programs will inevit-
ably fall short of their objectives. We question whether there
is such a commitment amongst management within the Agency today.
Our concern stems from a belief that the Agency is specifically
remiss in the following:

        A.   fully utilizing programs available through
    Agency and other U.S. Government facilities

        B.   encouraging a continuing dialogue between
    components and the Office of Training to facilitate
    the development of new courses or the refinement of
    current programs

        C.   developing plans and allocating resources for
    training as an integral part of personnel management
    and career development

        D.   exploring new training requirements in opera-
    tional, analytical and managerial areas evolving from
    changing Agency missions and the impact of "the
    computer and systems revolution." The latter has
    created urgent needs for broader understanding of the
    applications of systems analysis and evaluation,
    program review, opportunities for multidiscipline
    team applications, and so forth.

        MAG therefore recommends fundamental changes in the
concept of "training officer," management's role at all levels,
and the role of the Office of Training (OTR).

II. The Role of the Training Officer

The training officer (TO), who must be aware both of operational needs and training programs available, is the continuing link between the various components and OTR. Frequently, however, a component personnel or support officer has "training" added to his other responsibilities and thus has little time to devote to the immediate and developmental needs of component personnel. A survey of component training officers in 1968 produced the following profile (based on a questionnaire sent to 47 TOs, with 44 responding):

The average TO is a male GS-13 with over ten years Agency service, and is in his forties. He spends 25% or less of his time in training duties. Grades ranged from GS-08 to GS-15 (currently there is one GS-07 TO). Time on board extended from only eight months to over twenty years. The duration of their TO "training" is an annual one-day briefing given by OTR.

RECOMMENDATIONS:

A. The directorate (senior) training officer should be an OTR careerist -- a practice followed in the past. He should be slotted in an administrative staff position and directly involved in personnel management and career development planning. He should meet regularly with all training officers in his directorate. He should take the TO training course outlined in D.

B. Component TOs should also be slotted at the administrative staff level, including those who have the TO designation as a collateral responsibility. From that vantage point, the TOs could survey the immediate and developmental needs of the component generally and could effectively contribute to plans for relating training to personnel management and developmental planning procedures. In recognition of the fact that most non-routine training requests arise at the employee and first-line supervisory levels, the TOs should be in a position to know both the advantages to be gained and the exigencies of policy and funding governing subsequent action.

C. TOs should be encouraged actively to fulfill their training role, even when this is a collateral one. Similarly, management should ensure that they have sufficient time to so act. In some cases, an OTR careerist should be assigned to component TO slots. All TOs -- senior and component -- should be required to take the training program outlined below.

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D.   The training program, to be developed by OTR, should include orientation to:

1.   OTR organization and courses

2.   courses available in other U.S. Government facilities

3.   OTR resources for providing factual and evaluative data on non-Agency courses

4.   OTR resources for lecture and course development and review, instructor training, OTR support for component training, and so forth

5.   principles of course development and evaluation

6.   development of component training policies

E.   Regular meetings -- at least quarterly -- should be held by supervisors and component TOs in each directorate with appropriate OTR personnel.

III.   Management Role

Management has been inconsistent and ambivalent in its attitude towards training as an integral part of developing effective officers.   A case in point is the Intelligence and World Affairs course, required for all new professionals within their first eighteen months in the Agency.   Despite this statutory requirement, only about 50% of Agency professionals are ever enrolled, and many take the course after several years on board. Budgetary restrictions have prevented professionals from receiving needed and valuable external training -- restrictions that more effective planning may have averted.   Imaginative training policies have been developed by CRS and OL and should be explored in terms of broader applicability.

RECOMMENDATIONS:

A.   Mandatory component training policies should be established.   These policies should include: realistic assessments of the kinds of training recommended and courses available for all personnel as they progress upward; consideration of rotational assignments and academic sabbaticals; TDY familiarization trips where applicable; budgetary considerations.   The policies should be coordinated with the senior TO and OTR.   They must be flexible, and should be reviewed annually by the component supervisors and TOs.   The results of this review, particularly recommendations for further action,

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should be forwarded to the appropriate Deputy Director
and the DTR.

B.   Implementation of the recommendations on selection,
utilization, and training of TOs.

C.   Supervisors, in conjunction with component TOs,
should be specifically charged with disseminating informa-
tion on training opportunities on a regular basis.

IV.   OTR's Role

The ability of OTR to respond to Agency needs depends
upon effective communications between that office and users.
This brings us full-circle -- back to the training officer.
The newly-instituted Board of Visitors hopefully will serve as
a bridge, critically assessing component needs and OTR's capa-
bilities.   But the Board cannot replace the working-level con-
tacts between components and the appropriate elements of OTR
for developing critical inputs into improving the role of
training in personnel management and, indeed, overall Agency
effectiveness.

RECOMMENDATIONS:

A.   develop the TO training course outline

B.   expand the present capacity for course and
curriculum development and evaluation.   OTR can play
a greater role in improving component training, in-
cluding support for the development of courses in col-
laboration with outside contractors.

C.   expand the dialogue with component chiefs and
TOs to keep abreast of changing Agency training needs.
Component training policies should surface new needs,
and OTR must be flexible and innovative in responding.
One recent positive example was OTR's role in designing
the one-day seminar on "New Directions in CIA's Support
of U.S. International Economic Policy."

D.   use of regulatory power and responsibility con-
tained in HR ████████ and HR ████████ which give OTR
the right to sign off on Agency training expenditures.
Resort to these powers should encourage components to under-
take careful study of training as it relates to immediate
and long-range needs for personnel management and career
development.   The DTR's position as Chairman of the Training
Selection Board, responsible directly to the Executive
Director/Comptroller, enables him to encourage utilization
of senior-level external training opportunities as part of

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an overall development plan rather than as a temporary
and convenient means of disposing of unwanted senior
officers.

E. maximum exploitation of OTR's control of the
Information Sciences Center to educate appropriate ele-
ments of the Agency in the diverse applications of infor-
mation science and computer technology.

MANAGEMENT ADVISORY GROUP

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OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	Deputy Director for Support	10 Oct	
2	SA/CD DD+R	17 Oct	
3	Director of Training		
4			
5			
6			

ACTION		DIRECT REPLY		PREPARE REPLY
APPROVAL		DISPATCH		RECOMMENDATION
COMMENT		FILE		RETURN
CONCURRENCE		INFORMATION		SIGNATURE

Remarks:

    Mr. Colby asks that you consider and/
or comment on the attached MAG paper in
the course of replying to his memorandum
dated 6 October, subject: Personnel
Management and Development.

*Attached is a response drafted in the
heat of my initial reaction. I'll speak to*

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FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.			DATE
STATINTL	O/Executive Director	7D59	18 Oct 72

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